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ABSTRACT

This document outlines Cypress College's Strategic Plan to be used to guide decision-making and resource allocation for the years 2000 through 2004. The Strategic Plan begins with the Cypress College Vision Statement: building a college-wide learning community for student success. The Mission Statement states that Cypress College is committed to promoting student success and contributing to intercultural understanding and the economic development of the surrounding community. The College offers certificate, degree, vocational, and transfer education, as well as developmental and student services programs, in a student-centered learning environment. The Strategic Plan then describes the 6 directions the college plans to take over the next 4 years: (1) designing and enhancing classroom instruction to promote student success and certificate, degree, vocational, and transfer education; (2) fostering excellence in a positive learning environment for student/staff success; (3) meeting the challenges of new technology and supporting its implementation, use, and staffing; (4) empowering College students and staff to cultivate a campus that understands and embraces diversity; (5) developing and coordinating new and existing physical, financial, and human resources for greater efficiency and effectiveness; and (6) forming and maintaining collaborative relationships with the College and with other educational institutions and the community. (CB)

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Cypress College

"A Learning Community"

Strategic Plan
2000-2004

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President's Message

To Colleagues and Friends of Cypress College:

It is with great pride that I present to you the Cypress College Strategic Plan 2000-2004. Based on our experience with the 1996-2000 Strategic Plan, I know that this plan will be used to guide decision-making and resource allocation for the next four years.

The plan was developed with extensive involvement of all parts of the campus community: faculty, staff, students, administrators, and a community advisory group. The plan was reviewed and changes were suggested at the following activities held during the 1999-2000 academic year: The Fall 1999 Colloquium, the Fall 1999 meeting of the Leadership Team (including administrators, faculty coordinators, classified staff "leads," and student and constituent leaders), the Fall 1999 Community Advisory Group meeting, the Spring 2000 Opening Day all-college meeting, the May 2000 Planning Assembly, the August 2000 Management Team retreat, and the Fall 2000 Community Advisory Group meeting.

In addition, the Planning and Budget Committee and the President's Advisory Cabinet (PAC) discussed the process of planning and the plan itself at numerous meetings throughout 1999-2000 and early 2000-2001. On October 5, 2000, PAC approved the final version of the plan.

In comparing the 2000-2004 plan to the 1996-2000 plan, there are numerous changes, but three are of particular note:

- The college Vision Statement was revised to include "student success"
- A sixth direction was added to emphasize the college commitment to embracing diversity
- Evaluation of goals and action plans was made an integral part of the plan through the addition of "key performance indicators"

Also, we anticipate that some action plans will be completed before 2004 and that others will be added so that the Strategic Plan remains dynamic and responsive to changing needs.

A plan such as this is the result of the hard work of many people. Special thanks go to Dr. Nancy Byrnes, Vice President of Educational Support and Planning, for her leadership throughout the process. Sue Parmenter, former Staff Development Coordinator, was also a key contributor to the development of the plan. Barbara Hunt, Administrative Secretary in the Vice President's Office, provided exceptional secretarial support to the project. Marc Posner, Public Information Officer, was extremely helpful in working with Vinh Dang and Dan Salisbury at District Production Services to put the plan in its final form. Members of the Planning and Budget Committee also deserve thanks for all that they did to develop a plan that is comprehensive, clear, and focused, yet broad enough to guide the college through the next four years. Committee members include Dick Bettendorf, Jerry Burchfield, Nancy Byrnes, Karen Cant, Mike Kasler, Susan Meyer, Albert Miranda, Christy Montenegro, Bob Nadell, Jann Nelson, Alan Ransom, Jesse Saldana, Keirsten Shourds, Vicki Sykes, and Margaux Totusek.

My thanks to everyone who contributed to the development of this plan. It was an example of shared governance at its finest, with the ultimate goal always being to help students achieve success.

Dr. Margie Lewis
College President

CYPRESS COLLEGE

Vision Statement

Building a college-wide learning community for student success.

Mission Statement

Cypress College is committed to promoting student success and contributing to intercultural understanding and the economic development of the surrounding community. The college offers certificate, degree, vocational, and transfer education, as well as developmental and student services programs, in a student-centered learning environment.

Directions

Direction One:	Designing and enhancing classroom instruction to promote student success and certificate, degree, vocational, and transfer education
Direction Two:	Fostering excellence in a positive learning environment for student/staff success
Direction Three:	Meeting the challenges of new technology and supporting its implementation, use, and staffing
Direction Four:	Empowering college students and staff to cultivate a campus that understands and embraces diversity
Direction Five:	Developing and coordinating new and existing physical, finanacial, and human resources for greater efficiency and effectiveness
Direction Six:	Forming and maintaining collaborative relationships within the college and with other educational institutions and the community

DIRECTION ONE

Designing and enhancing classroom instruction to promote student success and certificate, degree, vocational, and transfer education

GOALS	KEY PERFORMANCE INDICATORS
1. Encourage and assist faculty in developing and implementing varied instructional methods and student intervention strategies a. Create a more flexible schedule for curriculum delivery, including modular and short-term classes b. Encourage the use of active learning strategies, i.e., learning communities, collaborative learning, service learning, internships, and job shadowing c. Develop and maintain student intervention strategies such as the Student Success Program	1-4. Improved student outcomes a. Number of transfers and transfer prepared b. Number of degrees and certificates awarded c. Percentage of students successfully completing courses 1.a. Number of instructional methods and interventions b. Knowledge and use of varied instructional methods and interventions by faculty
2. Promote innovation and expansion of the curriculum and course offerings, including a specific focus on encouraging the development of communication and problem-solving skills, and an enthusiasm for life-long learning a. Provide classes for specific groups of students, i.e., high school, senior citizens, working adults, re-entry b. Expand instruction at off-campus sites c. Encourage the Curriculum Committee to be proactive in promoting the use of alternatives in curriculum design, i.e., curriculum integration of academic and vocational courses and multi-disciplinary approaches d. Continuously evaluate the general education requirements for the AA/AS Degree e. Develop a plan for a weekend college	2.a. Type and time of course offerings b. Number of offerings integrating communications skills and problem-solving
3. Ensure that courses and programs are up-to-date, responsive to the requirements of employers and/or four-year institutions, and meet student needs a. Use advisory committee input and labor market data to ensure that vocational course offerings are timely and relevant b. Encourage vocational faculty to incorporate workplace skills (SCANS) in their classes c. Track students after program completion to evaluate effectiveness of instruction d. Promote the completion of degrees and certificates through such activities as "Degree and Certificate Days" on campus e. Establish a "Fast Track" curriculum process to respond to the changing needs of industry f. Establish a teacher preparation/training internship program for future K-12 and community college teachers	3.a. Program ratings and satisfaction of leavers and completers b. Time it takes a course to move through the curriculum approval process
4. Maintain and enhance basic skills programs a. Encourage student enrollment in study skills classes b. Provide more tutoring and individualized instruction c. Provide increased opportunities for at-risk students to participate in groups, e.g., study groups and learning communities, to help them be successful d. Expand Supplemental Instruction	4.a. Number of students improving in Basic Skills area b. Number of students repeating a class two or more times

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DIRECTION TWO

Fostering excellence in a positive learning environment for student/staff success

GOALS	KEY PERFORMANCE INDICATORS
1. Provide a supportive learning environment to help students meet high academic standards a. Identify and meet changing needs of learners b. Encourage faculty to make their expectations and standards clear to students c. Encourage faculty and staff to become knowledgeable about support services so that they can refer students to these services when appropriate	1.a. Participation in Early Alert and Student Success Programs
2. Provide enhanced, coordinated student support services a. Centralize student support services b. Expand the availability of child care c. Increase awareness of student support services for faculty, staff, and students d. Establish a mentoring program e. Develop a centralized learning assistance center f. Provide increased hours of operation of student support services g. Provide appropriate services and accommodations for persons with disabilities h. Consider holding mandatory orientation sessions for new students (enrolled in 6 units or more)	2.a. Student satisfaction with learning environment b. Student persistence rate c. Number of students attending orientation sessions
3. Recognize accomplishments of students, staff, and departments/programs a. Celebrate department and individual successes b. Organize events, i.e., Campus Information Day c. Gather and publicize student success stories in the media and other community relations venues	3.a. Number of ceremonies and awards b. Number of success stories publicized
4. Provide staff development opportunities a. Develop on-going workshops to improve skill development of all faculty and staff b. Promote the use of strategies that address different learning styles (multiple intelligences) c. Provide workshops for faculty and staff on how to create a learning environment in which students feel valued and supported	4.a. Number of workshops and number of faculty and staff attending b. Type and number of events related to improvement
5. Encourage the efforts of staff and students to build a college-wide learning community a. Ensure widespread participation in shared governance at the college b. Support interdisciplinary and interdepartmental collaborations in curriculum, activities, projects, and grants c. Maintain and enhance a campus climate that encourages and supports civil discourse and mutual respect	5.a. Extent of positive responses on campus climate survey b. Number of participants from each constituency on shared governance committees

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DIRECTION THREE

Meeting the challenges of new technology and supporting its implementation, use, and staffing

GOALS	KEY PERFORMANCE INDICATORS
1. Strengthen technology literacy of all faculty and staff a. Provide technology training for all faculty and staff in the use of EIS, e-mail, and the Internet b. Provide technology training in word processing, spreadsheets, and other basic computer uses c. Provide technology training for faculty in presentational software, e.g. Power Point, Web page design, and other forms of technology that will enhance instructional effectiveness	1.a. Basic educational technology literacy level b. Number of technology training workshops
2. Expand innovative instruction both online and in the classroom a. Provide up-to-date equipment in classrooms b. Create a plan for the management, financing, and support of new and existing technology c. Provide access to telephones, e-mail, and computers for faculty and staff d. Support and encourage the appropriate use of technology in instruction e. Develop new and expand existing online and televised Distance Education courses	2.a. Number of smart classrooms b. Number of online courses c. Number of students enrolling in Distance Education courses
3. Expand use of online resources on- and off-campus a. Develop Cypress College web site with links to all departments b. Increase faculty usage of online information-sharing through e-mail, web site assignments, etc. c. Offer online registration, counseling, tutoring, and other student services d. Utilize web site for marketing of courses, programs, and campus events	3.a. Number of hits to web site b. Number of students using web site for registration, counseling, tutoring, etc.

DIRECTION FOUR

Empowering college students and staff to cultivate a campus that understands and embraces diversity

GOALS	KEY PERFORMANCE INDICATORS
1. Create an environment that prepares students to function in a diverse society a. Encourage faculty to develop additional courses to help students understand cultural differences b. Encourage faculty to address issues of cultural diversity in their classes c. Conduct a campus climate survey of faculty, staff, and students	1.a. Number of classes offered in understanding cultural differences b. Extent of positive attitude of students, faculty , and staff
2. Encourage the hiring of faculty and staff that reflect the diversity of the student body and the community a. Expand advertising and recruitment efforts b. Ensure that all members of hiring committees have been trained in Affirmative Action guidelines c. Develop an internship program to help prepare future community college faculty, with special emphasis on including participants from underrepresented groups	2.a. Representation of faculty and staff from diverse backgrounds b. Number of faculty interns on campus
3. Celebrate and promote activities that reflect the diversity of the students, staff, and community a. Hold regular forums with invited guest speakers, staff members, and students to discuss issues relating to diversity b. Offer a variety of cultural and ethnic celebrations on campus c. Promote collaborations among campus organizations, i.e., Center for Intercultural Understanding and Associated Students, in sponsoring multicultural activities	3. Number of events, attendance, and satisfaction level
4. Provide information to faculty and staff that enhances their understanding of and response to the varied cultures and special populations represented on campus a. Provide flex activities and staff development workshops on issues related to diversity b. Encourage departments and divisions to discuss diversity issues in their meetings c. Publicize widely the results of the Campus Climate Survey d. Use college communication resources, e.g. @ cypress, to distribute information on diversity issues	4. Number of training opportunities, attendance, and satisfaction level

DIRECTION FIVE

Developing and coordinating new and existing physical, financial, and human resources for greater efficiency and effectiveness

GOALS	KEY PERFORMANCE INDICATORS
1. Review and update the campus Master Plan to meet changing needs a. Prioritize recommendations in the Master Plan b. Develop recommendations and rationale for needs that were not addressed when the Master Plan was developed	1. Plan reviewed
2. Maintain and enhance campus facilities to make them physically appealing, safe, and healthy a. Support recommendations of the safety audit within existing funding b. Complete Phase II of the revitalization plan c. Upgrade facilities to meet ADA standards d. Develop a process for handling facilities requests efficiently	2. Ratings of facilities and grounds
3. Evaluate campus-wide staffing in existing areas of the college, as well as areas where growth is occurring or anticipated a. Conduct Classified Staff Needs Assessment b. Develop a prioritized list of needs c. Secure funding for as many positions as possible	3. Establish prioritized list of staffing needs for on-going monies
4. Pursue additional funding for capital outlay projects and other needs a. Increase the number of grant applications submitted b. Increase fundraising efforts, especially through the Cypress College Foundation c. Develop a plan for funding a Student Center d. Develop a plan for funding the Library Resource Center needs that exceed state funding e. Develop a plan for funding a Student Services One-Stop Center f. Develop a plan for improving the campus image to make it more inviting	4. Increased level of funding

DIRECTION SIX

Forming and maintaining collaborative relationships within the college and with other educational institutions and the community

GOALS	KEY PERFORMANCE INDICATORS
1. Expand outreach efforts that encourage potential students to enroll a. Develop marketing tools, including video, CD-ROM, web site b. Establish a campus Information Booth c. Develop a college identity for marketing, recruitment, and community outreach d. Increase recruitment efforts for international students	1.a. Increase headcount enrollment b. Increase FTES
2. Foster and maintain ongoing relationships with K-12 and postsecondary institutions a. Promote outreach activities, i.e., Parent Night, Counselor and Principal's Breakfast b. Develop and implement a plan for outreach to middle school and high school students c. Develop outreach activities with students from the School of Continuing Education d. Increase discipline-related articulation efforts with four-year institutions e. Expand after-school tutoring services for K-12	2. Number of partnerships, exchanges, and events
3. Increase intercultural understanding through the creation of collaborative relationships with organizations and groups representing the diversity of the community a. Ensure campus representatives participate in activities sponsored by community organizations b. Invite representatives of community organizations to participate in campus activities	3. Number of partnerships and exchanges
4. Promote economic development through effective partnerships with local businesses, cities, and agencies a. Meet regularly with community and business leaders as well as local elected officials to identify emerging needs that would impact the college b. Enhance the effectiveness of advisory committees in vocational programs c. Determine the role the college will play in economic development within the District d. Maintain high visibility in local chambers of commerce and other business-related organizations and activities e. Increase the community's awareness of college job placement services	4. Increase partnerships a. Number of meetings with business and community leaders b. Number of active advisory committees and meetings

Dr. Marjorie Lewis,
President, Cypress College

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CYPRESS COLLEGE

9200 Valley View St.
Cypress, CA
90630-5897
www.cypress.cc.ca.us
(714) 484-7000
info@cypress.cc.ca.us

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